

Research: The Following Instructions Together Program

Overview

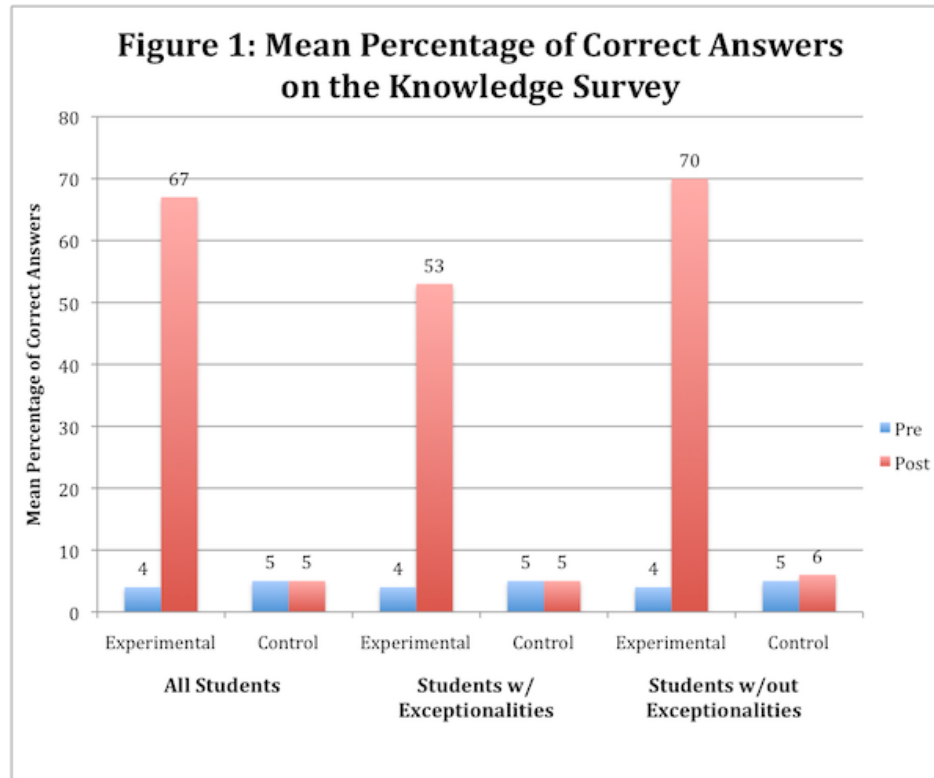
The Following Instructions Together Program is used to teach students how to follow simple and complex instructions and to teach them how to help partners follow instructions. The research was conducted in 17 third- and fourth-grade general education classes. These intact classes were randomly assigned to the experimental or comparison condition. A total of 350 students participated in the pretest-posttest comparison-group design. The nine teachers of the experimental classes taught their students using the Following Instructions Together Program. The eight comparison teachers did not use this program.

Results

Observational data were gathered on the fidelity of the experimental teachers' implementation of the instruction. They presented a mean of 89% of the information in the Following Instructions Together instructor's manual.

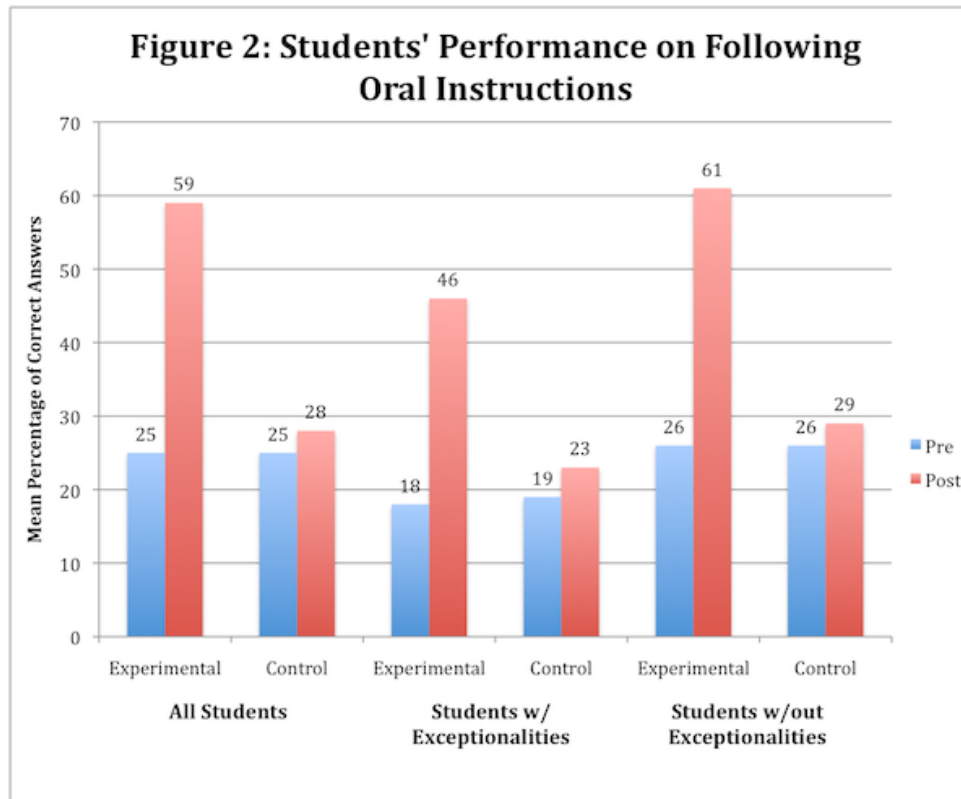
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All students in experimental and comparison classes completed a written test of their knowledge about following instructions and community-building skills at pretest and posttest. The ANCOVAs revealed significant differences between the posttest scores of experimental and comparison students with exceptionalities, $F(1, 49) = 94.732, p < .001, \eta^2 = .659$, and students without exceptionalities, $F(1, 12) = 663.131, p < .001, \eta^2 = .978$. (These are very large effect sizes.) For students with and without exceptionalities, the adjusted means for the experimental group were significantly larger than the adjusted means for the comparison group. (See Figure 1 for the mean scores.)



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Data were also gathered on the students' performance as they completed a worksheet that involved following instructions. The ANCOVAs revealed significant differences between the posttest worksheet scores of experimental and comparison students with exceptionalities, $F(1, 49) = 13.629, p < .001, \eta^2 = .218$, and students without exceptionalities, $F(1, 15) = 41.841, p < .001, \eta^2 = .736$. (These are very large effect sizes.) For students with and without exceptionalities, the adjusted means for the experimental group were significantly larger than the adjusted means for the comparison group. (See Figure 2 for the mean scores.)



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Experimental teachers and students used a 7-point Likert-type scale to rate items regarding their satisfaction with the program ("7" indicating "extremely satisfied"; "1" indicating "extremely dissatisfied") at the end of the year. Teachers endorsed the program, and their ratings indicated satisfaction with each aspect of the program. For example, teachers' average satisfaction rating for "relevance of the program to your students" was 6.9, "students benefited from the instruction" was 6.7, "instruction was easy to use and incorporate" was 6.9, and overall satisfaction with the program was 6.9. Students also indicated that they were satisfied with the program, with mean scores on items ranging from 5.6 to 6.3. Ninety percent of the students recommended that all third-, fourth-, or fifth-grade students receive this instruction.

Reference

Vernon, D.S. (2000). *Effects of the Following Instructions Together program: Progress summary for SBIR Phase II Grant #1R44HD34306*. Washington, D.C.: National Institute of Child Health and Human Development.